

*Please note that this is a working document drawn up by the MK Common Policy Committee. For further meetings, we will be focusing our attention on **5 priority areas** which have been decided by the directors and principals of participating communities. The areas include: **Progressive Discipline, School Security, Transportation, Duty to Report, and Bullying**. We will continuously make amendments throughout the 2008-09 school year.*

Mi'kmaw Kina'matnewey

**“Common Policy Document”
MK Communities**

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Section 1
Forward
(Name of Band)

Welcome/Mission Statement

((Name of Band))

School Mission statement:

Mtlmanenow Knijannaq wulo'ti-iktuk, iapju Kina'masultinow ta'n mkite'Isultitaq aqq msit skwijink, mkite'tmnow ta'n wetapeksulti'tij mtlkimtnuaqatinow wula'taqatinew.

To encourage our student, in a safe and supportive environment, to become lifelong learners who respect themselves and others, have pride in their culture and possess a strong desire to succeed.

Board Principles

General Themes Found in ((Name of Band)) Documents

The ((Name of Band)) First Nation Education recognizes that Mi'kmaq is the first and official language of the community and the Mi'kmaq Nation. Therefore, the Mi'kmaq language will be used as the official language for work with English being used in those situations that warrant its use.

The ((Name of Band)) Band Council and/or designate provides a mandate to the ((Name of Band)) First Nation Education to deliver educational services to all school age Mi'kmaq student attending the ((Name of Band)) Schools. The ((Name of Band)) First Nation Education is also responsible for the operation and maintenance of education facilities, capital development, finance, post secondary education, continuing adult education, and day/care and preschool programs.

1. The ((Name of Band)) First Nation Education supports the use and development of a Mi'kmaq form of schooling inside the new school that is geared to the needs, goals and interests of Mi'kmaq model for a formal school system will be developed, taking into consideration the historical, culture, linguistic and social norms of ((Name of Band)). This model will respect the value of Mi'kmaq culture and the need to strengthen and perpetuate the Mi'kmaq culture, including language, through the formal school system. The Mi'kmaq form of schooling is based on the premise that different and educationally legitimate ways exist for Mi'kmaq students to learn, for teachers to teach, and for a local school to organize and manage itself.
2. The ((Name of Band)) First Nation Education encourages the participation of Mi'kmaq elders and Community members in education, including their membership in advisory committees, as administrators, as teachers, as classroom assistants, as support staff, and as parent/guardians and students.
3. The ((Name of Band)) First Nation Education believes that adequate consultation should take place between the Band Council and/or designates, elders, school administration, teachers, parent/guardians and students regarding the development and implementation of existing, new or revised programs.
4. The ((Name of Band)) First Nation Education supports the organization of a school program in the community school to include daycare/kindergarten to Grade Twelve. All programs will be organized to meet community standards of time, space, teacher load and appropriate curriculum.
5. The ((Name of Band)) First Nation Education recognizes that Mi'kmaq control of education at the local means the creation of new roles and responsibilities for Mi'kmaq

people. The ((Name of Band)) First Nation Education recognizes the leadership role ((Name of Band)) First Nation Community members will provide in the overall school system.

6. The ((Name of Band)) First Nation Education recognizes that the ((Name of Band)) School is a private Mi'kmaq school and is affiliated with all band-operated schools within Mi'kmaw Kina'matnewey.
7. The ((Name of Band)) First Nation Education endorses the use of a balanced bilingual-bicultural curriculum, one that seeks to provide the best of two worlds: the Mi'kmaq world and the world of the non-Mi'kmaq. An adequately designed curriculum, that seeks to outline appropriate bilingual –bicultural competencies, will considerably improve the quality of education for Mi'kmaq youth. In meeting the issue of balance, the Mi'kmaq educational system at ((Name of Band)) will provide all students with a quality education that will result in the development of intellectual competence, health and physical education, skills, cultural sensitivity and social awareness. The ((Name of Band)) First Nation Education recognizes that each student is an individual possessing different educational needs and abilities, thus requiring provision for a diversified school program. Further, the ((Name of Band)) First Nation Education endorses the design of a curriculum in keeping with the established goals for education: The development of competencies in two languages and two cultures.
8. The ((Name of Band)) First Nation Education supports the professional development of its staff. Quality staff development is essential to improved curriculum, supervision and instruction. Staff development is vital to the future of the school and schooling at ((Name of Band)) First Nation.
9. The ((Name of Band)) First Nation Education recognizes the significance of working with Provincial and Federal agencies to promote and enhance local Mi'kmaq education and to meet the educational needs of community members attending schools off ((Name of Band)) First Nation.

Section 2
Philosophy
(Name of Band)

(Name of Band) *Philosophy*

Mijua'ji'jk ekinu'tmasultijik ta'n wejikutitij

Mijua'ji'j wejikwet ta'n **aluaptaqatijik**, na kina'masitew **aluapteken**.

Mijua'ji'j wejikwet ta'n **amaskipno'tasit**, na kina'masitew **nta'-matnaken**.

Mijua'ji'j wejikwet ta'n **pilsimut**, na kina'masitew **ntakein**.

Mijua'ji'j wejikwet **ntako'qn-iktuk**, na kina'masitew **ko'puken**.

Mijua'ji'j wejikwet **mkite'taqn**, na kina'masitew **tepite'lsin**.

Mijua'ji'j wejikwet **kaqmutekemkewey**, na kina'masitew **kis-sankewein**.

Mijua'ji'j wejikwet **mekite'lmut**, na kina'masitew **kepmite'teken**.

Mijua'ji'j wejikwet **pasik nekmowin**, na kina'masitew **ksateken**.

Mijua'ji'j wejikwet **asite'taqn**, na kina'masitew **wlite'lsin**.

Mijua'ji'j wejikwet **koqwaja'taqn**, na kina'masitew **ketleweiwaqn**.

Mijua'ji'j wejikwet **ta'n mu ajkneiakuk koqoey**, na kina'masitew **wlite'lsin aqq wlite'teken**.

Mijua'ji'j wejikwet **wlite'taqn-iktuk**, na kina'masitew **wla wskitqamu welkaqanik**.

Mi'kmaq Translation: Elizabeth Paul, (Name of Band)

Note: The poem's author is Dorothy Law Nolte. The book from where it is drawn is called "Student Learn What They Live: Parent/guardian to inspire Values", by Dorothy Law Nolte and Rachel Harris. The book is published by; Workman Publishing Company Inc., New York (1998).

English Translation to follow.

"Children Learn What They Live"

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn the world is a nice place in which to live.



Philosophy

Educational Philosophy

Mi'kmaq language is expressed to the younger generation as much as possible. The educators will strive to encourage use, where possible, of the Mi'kmaw language in the day-to-day activities of the school. This is where the educators will introduce basic words to our student. Student will be encouraged to try to use complete sentences, develop story-telling skills and increase their vocabulary.

The principal goal of is to provide a happy, healthy and stimulating environment for students.

The program is based on the needs of Mi'kmaq students and on the nature of their surroundings. The program is designed by the following values that respect cultural priorities and are an extension of the education that Mi'kmaq parent/guardians provide to their student in their first years:

- ▶ self-reliance;
- ▶ respect for individual freedom;
- ▶ generosity;
- ▶ respect for nature;
- ▶ wisdom.

The student are also offered a program of activities which fosters their physical, intellectual, emotional, social and cultural development:

Physical development involves both the growth of the student's bodies and the ability to use their bodies to do everything from jumping and running (gross motor skills) to cutting and pasting (fine motor skills).

Intellectual development is the growth of the student's ability to think and problem-solve.

Emotional development is student learning to experience and express their emotions, such as happiness in sharing, making friends, or a newborn sibling. Affection towards their peers. Sadness caused by a lost pet or favourite toy or even death of a loved one. Fear caused by anything such as loud noises or just a fear of doing things independently. Anger in dealing with things that upset the student. All these areas will be handled in a comforting manner.

Social development involves learning to interact and get along with other people. Non-sexist attitudes are promoted.

Cultural development concerns the development of the student's Mi'kmaq language, creativity and understanding of their culture. It is for this reason that priority is given to Mi'kmaq language and to interactions with community Elders.

Educational Concepts

Students learn through play. Game playing helps them develop skills necessary to getting along with friends, to using language to express ideas and feelings, to gaining new skills and learning to work out problems by trying a variety of solutions.

Student need activities and tasks that are challenging enough to keep their interest but within their abilities so that they can experience success.

The Mi'kmaq educators are all qualified and experienced. They combine efforts and individual skills and talents to create a happy atmosphere of caring, growth, learning, stimulation, creativity and respect. They are responsible for the preparation of a well-balanced program of activities.

DISCIPLINE :

This policy is based on the principles of **respect, rights, and responsibility**. The purpose of this policy is to promote a safe and supportive school environment where the welfare and well-being of the individual and the whole school community is of an utmost importance. We encourage good behaviour that tends to be positive rather than punitive. We stress positive behaviours that are expected, encouraged and nurtured, rather than negative behaviours that are unacceptable.

RATIONALE:

We have developed a new system for discipline at our school. We want to be able to ensure that to the best of our ability we will:

1. Make every effort to keep children in school.
2. Attempt to allow each child develop to his full potential.
3. Teach children to become life-long learners.
4. Make sure that every child is safe and secure with us.
5. Develop in children the understanding that they accept responsibility for their actions.

CODE OF BEHAVIOUR

- **Respect Yourself**
- **Respect Others**
- **Respect the Environment**

Expected Behaviour for Yourself

Students are expected to treat themselves and their belongings with respect

(a) Positive Consequence

This develops an atmosphere where individuals will treat others how they would like to be treated.

(b) Failure to meet expectations???????

Expected Behaviour towards Others

Students are expected to respect other students and school personnel and their belongings.

(a) Positive Consequence

This develops an atmosphere of courtesy with respect among all individuals. It allows for the smooth operation of the school.

(c) Failure to meet expectations

Disrespect and subordination will result in the student being sent to the principal's office and the parents being called.

Expected Behaviour for Environment

Students are expected to respect their school community environment.

(b) Positive Consequence

This provides for a safer school-community environment for the students and the school personnel.

(c) Failure to Meet Expectations

Serious offences will result in parents being notified, with the possibility of a student losing certain privileges.

INAPPROPRIATE BEHAVIOUR:

Minor, repetitive minor, and major

Minor: Most of these types of behaviours are handled by the classroom teacher or by the ground supervisors. These are types of behaviours that impede the orderly operation of the classroom the hallways, the grounds, the buses, and during extra-curricular activities or field trips.

People Involved: Student, teacher, parent/guardian

Consequences: In-school reflective time, parent/guardian contact

Repetitive Minor:

1. The minimum requirement for placing a student on “repeat offender” status will be a combination of 5 broken plans, 2 parent consultations and one office consultation. (Teachers may elect to wait longer before giving the student “repeat offender” status.
2. The student must be informed that he/she is on repeat offender status at a meeting with as many people from the following as possible: teachers involved with the student, administration counsellors.
3. At the meeting the student will be shown evidence of broken plans, parent consultation, timeout room visits, attendance, lateness, marks and any other situations which he/she is responsible for. (This shall be done in a non-threatening, non-blaming factual manner).

At all times the student is to be reassured that everyone is concerned for him/her and want for him/her to become a successful member of the class. No coercion is to be used. If the student is not willing to co-operate he/she is to be informed that there is no choice but to go to step 4.

The student will be asked to develop a short-term plan for improvement (maximum length of one week).

Once a plan is agreed upon it must be followed up with a meeting at the end of the time period to determine if the student remains on “repeat offender” status or not.

Once removed from the “repeat offender” status the student is under no special conditions above and beyond any other regular student. (He/she has earned the right to prove themselves).

4. If the student does not make a short term plan for improvement, or does not follow the conditions of the plan, then, he/she will be removed fro all classes until a parent meeting can take place

This meeting will be the same as the original except that all evidence (including the previous failed meeting and plan) will be presented.

Again, staff is to be supportive and helpful (non-threatening, non-blaming). “We want your child to do well and we want to come up with a short term plan for improvement.”

If a plan is agreed upon and adhered to , the next meeting will determine if the student is ready to go back to step3 to begin working on his/her own without parents, and thus backward until removed fro repeat offender status.

5. If the student does not meet with success during the step 4 stage, he/she will be referred to the school board.

Notes:

- At all stages of this process the student and parents (if necessary) will be made aware of the next step on the process.
- An up to date file is to be kept at the office of students on “repeat offender” status.

People involved: Student, parent/guardian, teacher, administrator
Consequences: In-school reflective time, parent/guardian contact, reality therapy*

Major: Because of the threat to the health, safety and well-being of other students and staff (individual within our school community), these types of behaviours will be handled by the school administration (Principal, Vice-Principal). Parents, students, and staff expect that severely disruptive behaviour will be addressed quickly and impartially by school administration.

People involved: Student, teacher, administration, parents/guardians, community*
Consequences: Out-of-school reflective time, parent/guardian contact, referral to outside agency*

“Reflective time”- A time when a student looks back at what he/she did that was unacceptable by the school. He or she must develop a behaviour plan during this time.

In-school “reflective time”- removal from the classroom to another area in the school, meet with teacher to develop a behaviour plan, cannot return without the plan

Out -of -school “reflective time” - removal from the school community
-loss of all privileges
-not permitted to return until plan is developed
-parental visit to assist in developing the plan
-student can return once plan is agreed to, by all involved

Referral to outside agencies removal from school community and loss of all privileges
“healing circle” will take place where the school community will be involved in the developing of the plan
student can return once plan is agreed to, by all involved

Section 3
School Operations
(Name of Band)

General School Rules

School Hours

- The school will be open between 8:30-4:30. All Staff members must be in the school by 8:30 am, and must be in their classrooms (or base of operation) before the 8:50 am bell rings.
- All students and staff will break for a thirty-minute lunch period commencing at 12 noon. The homeroom teacher will supervise those students who remain at school for lunch until 12:15. At this time, these students are to go outside. If the homeroom teacher is on duty, he/she will supervise those students who remain at school for lunch until 12:15. At that time, these students are to go outside. If the homeroom teacher is on supervision duty, he/she will supervise the class, and then return to duty at 12:30. The 12:30pm bell ends the lunch period. Students are to return to class.
- Dismissal will be at 2:15 for the lower Elementary Grades and 2:45 pm for all students in upper Elementary Grades. Students in the Secondary School will XXXXXXXXXXXX. The teacher in each class at the end of the day must accompany the students to the bus (in an orderly manner), as there will be many students in the halls.
- Teachers who must leave before 3:00pm must clear it with the Principal.
- Teachers who are constantly late will be given a warning, as per this policy and will loose a half a days pay as outlined by staff policy.

Teachers Unavailable for Work

- If teachers are absent for a day, they are asked to notify the Principal by 7:30 am that morning.
- An approved substitute teacher will be hired for the day or other arrangements will be made to have the classes covered.

Staff Meetings

Staff meetings are to be held every Tuesday. All staff is required to attend. It is also at the discretion of the principal to arrange staff meetings other than the day it is scheduled.

Decision on School Closing

Decisions on school closure for inclement weather or other reason will be made by Director of Education or designate. The announcement will be broadcasted over the radio stations and aired over the (Name of Band) Community Channel.

When local provincial boards or individual provincial schools are closed due to inclement weather or other reason, the (Name of Band) school(s) will also be closed.

Funerals

The Director of Education or designate may cancel school due to a funeral in the community. In those instances, the staff will be expected to report to work and/or attend the funeral and salité.

School Library

All teachers and/or aides must accompany their class to the library. Students are not to be left unsupervised in the library. To borrow a book or material, a student has to sign it out.

Use of overhead, TV, VCR, smart board or video camera must have prior approval or booking with either the secretary, system operator or principal.

School Community Responsibility Check List

Administrative Responsibility

- a. Make sure everyone knows what is expected of him or her.
- b. Make sure the teachers act in responsible way.
- c. Provide support for the teachers.
- d. Proper communication (student, staff, community) be maintained

Teachers Responsibility

- a. Teachers are expected to be in the school at 8:40 a.m. and remain until 3:30 p.m.
- b. Be in your classrooms at least 5 minutes before your class starts.
- c. be available for supervision on your prep period or other free time.
- d. Make sure your students are aware of what is expected of them and be consistent in dealing with problems.
- e. Teachers must keep an accurate record of student's progress and attendance.
- f. Teachers shall submit and follow their course outlines/ semester plans.

Students Responsibility

- a. Come to class regularly, on time and prepared.
- b. Have respect for all students, staff, school property and rules.

School Based Technology

Computer Rules

At our High School we are very fortunate to have good quality computer equipment. Every classroom has computers with access to the Internet. As well as access to the Internet, the students will be able to use various software programs to help our students learn. What we have

here in (Name of Band) is really special, but we will need the cooperation of everybody to ensure that every student will be able to gain the most out of using these computers. With this in mind we have set up some rules so that all students will be able to enjoy the use of our new technology.

General Rules

1. There is to be no food or drink near the computer.
2. No horseplay around the computers. We do not want somebody accidentally falling on a computer and causing damage.
3. Students are not permitted to download chat lines (Mirc/MSN) or games.
4. Students are to watch the use of their language on the computers (i.e. sticky notes and MSN messages). The systems operator, has access to all data on the computers, and if a student is abusing the computers, all computer privileges will be suspended for a period of time. Students who continue to misuse the computers will be suspended.

The Internet

Any student found in an undesirable site will be asked to leave that site immediately, and given a warning by their teacher. The teacher will report this to the main office, where a permanent record will be kept. If this student gets another warning during the year, they will lose all Internet privileges, and their e-mail account at the school. Any student found downloading anything without the permission of their teacher would automatically lose all Internet privileges. We do not want students downloading anything that may contain viruses that would be dangerous for the entire system. Note: Students can be suspended for illegal downloads.

Photocopier

The staffs are the only persons authorized to use the photocopier. Staff members will be issued a code for use of the photocopier. Staffs are not to use the photocopier for personal use. Any person outside of the school who wishes to make copies of documents must receive permission from the principal.

Field Trips

Teachers, who are planning field trips that require buses, must receive approval from the principal before the trip can be made. Teachers are required to complete the request form at least one week prior to the event. All field trips require parent/guardian/guardian consent forms.

Accident Reports

Accident report forms may be obtained from the receptionist. The forms must be completed each and every time a student is involved in an accident causing injury or suspected injury. The report is to be completed by the person or persons who are present at the time of the accident. The report is to be passed in (ASAP) into the office.

Outdoor Supervision

Teachers are required to supervise students outside on the day of their scheduled duty. If a teacher is unable to do his/her supervision, notify the principal in advance so that arrangements can be made. It is the teacher's responsibility to ensure the safety of students while on outdoor duty.

Home Visits

Communication between home and school is very important. In our effort to reach parent/guardians/guardians, telephone calls will be made at least once per semester. Also, home visits will be scheduled. This gives the staff a better understanding of the students' environment and it may give insight as to why a student may behave in a certain way at times. Each student will get 2 visits during the school year, one first semester and another during the second semester.

Section 4
Policies and
Procedures
(Name of Band)

4(a) Structures/maintenance

Tobacco Policy

There is a No Smoking policy in effect at the high school. Students and staff are not permitted to smoke on school board property during working hours. This policy also includes all forms of smokeless tobacco (Copenhagen, chewing tobacco, etc).

Using School Equipment

Teachers should use the photocopier, thermo fax, and laminating machines during planning periods at noon or after school. None of this equipment should be misused or overused. Teachers must not abuse the number of photocopies made each day.

Fire Regulations

***Schools will have a minimum of 2 and maximum of 4 fire drills per year.**

The following excerpt from the Canadian Teachers Standard Manual on Fire Prevention Education, points out basic requirements concerning fire drills.

Students should be given first consideration by the principal and teachers, who serve in place of the parent/guardian during the time that they are in school.

To ensure the safety of persons in leaving the building in the event of fire:

- (a) Orderly, quiet and purposeful exit from the building constitutes the desirable fire drill and the development of this responsibility of the Principal and the teachers. The fire drill should be conducted with the impressive seriousness demonstrating student self-control and recognition of the hazard
- (b) Order and control are the primary purposes of the drill. Speed in emptying the building while desirable, is not in itself of primary concern, but should be made secondary to the maintenance of proper order and discipline.

In the event of the fire alarm sounding, or if this fails to operate, an order to evacuate the school is announced over the intercom, all classes will leave the school buildings by the proper exits to an outside assembly area at least 50 feet from the building and clear of fire hydrants where students will face the building but remain in line. If the regular exit is blocked, the alternate exit will be used.

Fire Alarm Rules

1. You must make sure that all students in your care are out of the building.
2. You must see to it that students leave the building in an orderly fashion.
3. You are to take the class attendance sheets with you. Attendance must be taken each period. Teachers who have a free period must assist in making sure all students have left the building.
4. When you have arrived outside, the students are to line up so the attendance sheet can be checked. Also, you are to line up at least 50 ft. away from the building.
5. Doors and windows are to be closed and lights shut off. (Students can be assigned various tasks.)
6. Students must be taught that if they are in the washroom or somewhere else in the building, they must leave by the nearest exit and go directly to where their classroom is lined up.
7. Students are not to take time to put on coats or footwear on the way out. Therefore, students at all times must have something on their feet.
8. You are expected to practice fire alarm procedures within your classroom and students should know what is expected of them and they should have designated area to go to when they get outside.
9. Teachers should have a plan in place for an alternate escape route in case your regular exit becomes blocked by fire or smoke.
10. We will increase the frequency of practice drills until we are satisfied that it is being done as quickly and safety as possible. Some practice drills will include blocked exits simulations

(b)transportation

(c)staff

Personnel

The following protocol will apply to all employees of the ((Name of Band)) and will be strictly adhered to:

On all matters relating to any and all situations and problems relating to the School Board operation (including all schools under the jurisdiction of the Board), still adhere to the following protocol:

- First contact will always be the employee's immediate Supervisor.
- If the issue is still not resolved, the employee may make contact with their next level of supervision or, if there is no secondary level of supervision, the employee may make an appointment with the Director of Education.
- If the issue cannot be resolved at this level, the employee may request to the Director to bring this issue to the Board level.
- At any level of appeal, the immediate supervisor must be present.

Hiring Procedure:

Priority for filling vacancies within the ((Name of Band)) shall be in the following order:

- Registered Indians who are resident on the ((Name of Band)) Reserve.
- Non-resident Band members of the ((Name of Band)) Reserve
- Registered Indians who are resident on any other Reserve.
- Any other person.

Posting Notices

All School Board vacancies, except for temporary part time positions (i.e., Maternity Leave), will be opened to competition if deemed necessary: Postings for such positions will be advertised locally and, if little or no response is received, may be advertised in the Native news media, the Cape Breton Post, and the Halifax Herald. Under certain circumstances, the Board may deem it necessary to open competitions throughout the Native and non-Native news media so as to attract the most qualified applicants.

New Employees

All newly hired employees (all employment categories) must undergo a Police Check and Student Abuse Registry Check prior to their date of employment.

All newly hired employees must provide a valid Nova Scotia Teacher's Certificate.

Fit to Work-

Certificate to Teach-

Full Time/Part-Time/ Temporary/Term

All new staff will be offered one-year term positions for a period of two years only if position is required. Based on their evaluation after each year, the administration will recommend either continuing him/her for another term or offering a permanent position determined by their work performance and their evaluations. The administration and the employee will sit down and discuss the results of the evaluation. Term positions will continue until he/she can prove himself to be considered for a permanent position. Both parties must agree to the decision and sign the agreement.

Probation

All new employees, who are not under contract, will work a six-month probation period to determine suitability for continued employment. After six months of satisfactory employment, the employee may be appointed to a permanent position or contracted for a specific term

Termination of Employment

Initiated by Employer

An employee may be discharged at any time if that employee is in breach of established policy; is not working up to minimum standards; or is in a conflict of interest situation. Employees discharged in this regard may request a hearing by the Band Council and/or designate. Any required notice (or pay in lieu of notice) shall be consistent with Department of Labor guidelines. Employees found guilty of drinking on the job, willful misconduct, disobedience, or neglect of duty, may be discharged without notice. Employees may appeal such discharge to the Band Council and/or designate within 30 days.

Initiated by Employee

Employees who leave the (Name of Band) shall give at least two-weeks notice in writing to the Director of Education. Employees are encouraged to give as much notice as possible if they plan to retire. This is to ensure that service award money is available.

Police Check and Student Abuse Registry Check

An employee may be discharged at any time if that employee is found guilty of an indictable offence relating to violence, abuse, or neglect towards student or appears on the Student Abuse Registry. Employees found guilty may be discharged without notice. Employees may appeal such discharge to the Band Council and/or designate within 30 days.

Grievance Procedure

Any employee of the (Name of Band) who feels he/she has been unjustly treated shall have the right to file a grievance with the Band Council and/or designate. Such grievance must be filed in writing with the Director of Education within (15) days of the personnel action they are appealing.

Teacher Discipline

1. Verbal warning
2. Letter
3. Letter in file (max. 7 years)- Reprimand
4. Dismissal

Late Arrival

This policy is designed to discourage chronic late arrivers, not to penalize those who are rarely late and have a valid reason.

This policy applies to late arrivals at the beginning of the workday and after the lunch break.

Any staff member arriving late for work will immediately report to his/her immediate supervisor. Failure to report will result in a 3-day suspension without pay. The second failure to report will result in a 5-day suspension without pay, and the third failure to report will result in dismissal. School employees will report to their respective Vice-principal.

The following penalties will be imposed for late arrivals:

Late three (3) times

One-day suspension without pay

Each successive late arrival up to five (5) times (including the first three)

One-day suspension without pay

Sixth late arrival

One-week suspension without pay

Seventh late arrival

Dismissal

After a period of one (1) year, employees will start with a clean slate, i.e., the third late arrival will result in a one-day suspension without pay.

Procedure

- a) The principal and/or vice-principal are responsible for getting substitute teachers.
- b) Please call the principal or vice-principal the evening before, if possible, or from 7:00am to 8:00am. Calls made after 8:00am will result in a day without pay. Make arrangements for lesson plan(s) and assignments.

Plan books

All teachers must maintain a detailed plan book, short and long term plans, evaluations/assessments, parental contact documentation. Plan books are to be kept at school and daily lesson plans are to be completed three days in advance.

Substitute Booklet

-When making lesson plans for a substitute, teachers are asked to use the substitute booklet. This booklet provides space for a variety of instructions including lesson plans as well as important information that the substitute must be aware of. Teachers should also leave a copy of their attendance sheets for the substitute.

Dress Code

Because employees of the (Name of Band) School Board are always in the public eye, it is important to establish and maintain a good image, particularly in the way in which we attire ourselves. This dress code, therefore, is intended to serve as a guideline to insure consistency among the various departments.

Bus Drivers, Janitors, Maintenance & Crosswalk:

Bus drivers, Janitors, Maintenance, and Crosswalk staff may dress casually according to the various jobs. However, work or casual clothing must be clean and in a good state of repair.

School and Office Staff:

Men

Neckties are optional: conventional or traditional

Must wear dress shirts

Dress pants (including dress cords or dress Dockers) are mandatory

Dress or casual footwear will be worn - no sneakers or jogging type footwear will be permitted.

No T-shirts, golf shirts or sweatshirts will be permitted.

Suit jackets or sport jackets are optional, as is traditional Native attire (ribbon shirts).

Women

Dresses, skirts (including denim & corduroy), blouses, dress slacks (including dress cords & dress Dockers), or culottes may be worn, however, jeans, casual shorts or T-shirts will not be permitted. Traditional Native Attire is also optional.

Casual footwear may be worn, however, no sneakers will be permitted.

This dress code will apply at all staff functions in which the employee represents the (Name of Band) School Board, i.e., workshops, seminars, in-service training, etc., and is dependent upon the formality of said workshop.

Discipline

-No student is to be left in the hallway unattended. If a teacher decides to put a student in the hallway, leave the door open so that the student can be supervised.

-The teacher must accompany students sent to the principal for disciplinary reasons.

-Teachers are to use discretion when allowed students to leave the class during regularly scheduled periods.

-Teachers are expected to maintain order and respect in their classroom. Make sure students know what to expect from you. Be consistent!

-Teachers should report major discipline problem to the Principal.

-Discipline in the schoolyard is the responsibility of the teacher on supervision.

Because of the wide selection of clothing in the marketplace and the ever-changing

fashion scene, the Director of Education, through the various department heads, will use discretion in determining what is, or is not, in compliance with the code. Such determination by the Director shall be considered final.

Classroom Supervision

Teachers are not to leave their class unattended without reason.
If staff must leave the class, the Principal should be notified.
Teachers are expected to be in the school at 8:40 a.m. and remain until 3:30 p.m.
Be in your classrooms at least 5 minutes before your class starts.
Be available for supervision on your prep period or other free time.
Make sure your students are aware of what is expected of them and be consistent in dealing with problems.
Teachers must keep an accurate record of student's progress and attendance.
Teachers shall submit and follow their course outlines/ semester plans.

Teaching Staff Meetings

Regular teaching staff meetings are mandatory for all teachers unless otherwise excused for valid reasons.

The agenda and subject matter discussed by teaching staff is to be considered confidential.

No individual student problems, academic or social, are to be discussed outside of the school.

Staff telephone Calls

All staff members must account for any long distance calls made either for school business or personal reason on the telephone call account sheet.

- students

Medication

The school is not permitted to provide or administer medication to students without written parent/guardian consent.

Student Attendance

The staff of the (Name of Band) School will stress the importance of regular attendance to the students, especially in the semester system.

Lateness

If a student is late for 3 classes in a month, it will be considered as one unexcused absence.

Semester Courses Attendance

If a student misses 5 classes in a subject, the teacher is to make a contact with the parent/guardian(s) or guardian(s).

If a student misses 10 classes in a subject, the student will be referred to the guidance counselor. The counselor and/or vice principal will then make contact with the parent/guardian(s) or guardian(s). If necessary, a meeting will be arranged with the parent/guardian/guardian.

If a student misses 15 classes in a course, the student will not be eligible to write their exam. This includes excused and unexcused absences. An appeal of the decision can be made to the principal. The appeal would have to be based on satisfactory explanations.

Classroom

Staff can develop their class rules. If desired, they can ask for student input. However, food and drinks in the classroom should be closely monitored.

School Rules

1. If the student breaks a rule, remind the student what they are doing wrong.
2. If the student ignores the reminder, they are to be given a final warning.
3. If the student still refuses to listen, the student will be sent to the principal's office. Record the time and make sure the student arrives to the office.
Note: These procedures are for minor offenses. Students who commit serious offence will be sent directly to the principal's office.
4. Before a student can return to class, the student must meet with their teacher.

Suspensions

Out of School Suspensions

The following actions will result in a suspension ranging from three days to a semester or school year:

1. Fighting
2. Bullying
3. Alcohol or drug offenses
4. Willful destruction of school property.
5. Verbal abuse towards other students or staff.
6. Exhibiting behavior, which in any way endangers students or staff. Examples include possession and/or use of weapon, pulling a fire alarm.
7. Repeated offenses of rule breaking.

It is possible in these cases that a referral maybe made to the School Board for a decision or to legal authorities if the problem is seen to be of a serious enough nature.

Depending on the offense, a student can return to classes only after he/she agrees to meet with school personal and parent/guardians or guardians to discuss the terms of returning to class.

parents

Suspension Policy

If a student is sent out of 2 classes, the parent/guardians/guardians will be notified.

If a student is sent out for an additional class for a total of three, the student will be sent home for that day plus one full day. Parent/guardian/Guardian will be notified.

If a student is sent out for an additional 2 classes, the student will be suspended for 2 days and must return with a parent/guardian/guardian.

If a student is sent out for 2 more classes, the student will be expelled for the semester.

Section 5
Sample Forms
(to be filled out in FN Outcomes)
(Name of Band)
Attach a list of forms available

(Name of Band) School
(Address)

Phone:
Fax:

Permission Slip For School-Sponsored Activity

TEAM/GROUP: _____

STUDENT'S NAME: _____

TELEPHONE: _____ ALTERNATE NUMBER: _____

HEALTH CARD NUMBER: _____

PARTICULARS:

DESTINATION: _____

DATES: _____

TIME OF DEPARTURE FROM SCHOOL: _____

EXPECTED TIME OF ARRIVAL HOME: _____

ACCOMODATIONS: _____

(INCLUDE TELEPHONE NUMBER): _____

TRIP SUPERVISOR(S): _____

OTHER INFORMATION: _____

I GIVE PERMISSION FOR MY DAUGHTER/SON _____ TO
PARTICIPATE IN THIS ACTIVITY.

PARENT/GUARDIAN'S SIGNATURE

Student Injury/Accident Report

1. Person Involved:

(a) Name: _____

Grade/Teacher: _____

(b) Parent/guardian/Guardian: _____

2. Injury Details:

(a) Date of injury: _____

(b) Time of injury: _____

(c) Nature of injury sustained:

(d) How did the injury occur?

(e) Name of supervisor when accident occurred: _____

(f) Did he or she see the accident occurred: _____

(g) What action was taken by the school personnel after the injury?

(h) Additional comments: _____

Signature of Principal: _____

Textbook Loan Form

Text Name: _____

Date Issued: _____

Cost of Book: _____

| Name | Book # | Signature | Returned | Init. | Condition Issued | Condition Returned |
|------|--------|-----------|----------|-------|------------------|--------------------|
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Condition Rating Scale

- 1.....New
- 2.....Good
- 3.....Fair
- 4.....Poor

Discipline /Guidance Referral Form

Student _____

Date/Time _____

Teacher _____

Student Action

Teacher Referral

Administration/Guidance Comments

Further Action/Suggestions

Student Signature _____

Teacher Signature _____

Administration/Guidance Signature _____

Parent/guardian Signature _____

Home Visit and /or Telephone Calls Form

Student Name: _____

Parent/guardian Name: _____

Date: _____

Reason and/or Outcome

Teachers Signature

Parent/guardians Signature

(Name of Band) Evaluation Form

Name of Employee: _____ Name of evaluator: _____

| Job responsibilities and abilities | Evaluation 1 2 3 4 5 | Ways and means to improve |
|--|-------------------------|---------------------------|
| General | | |
| <ul style="list-style-type: none"> ▶ Assists with the preparation of the activity programs based on the centre’s philosophy and policies. | | |
| <ul style="list-style-type: none"> ▶ With the work team strives to create happy atmosphere of caring, growth, learning, stimulation, creativity and respect. | | |
| Daily activities | | |
| <ul style="list-style-type: none"> ▶ Plans daily activities designed to stimulate intellectual, physical and emotional growth of student. | | |
| <ul style="list-style-type: none"> ▶ Varies daily activities with: <ul style="list-style-type: none"> - Play acting - music and moving - science and nature - sand and water play - arts and crafts - indoor and outdoor active play - Manual dexterity: coordination, beads & lacing, colour shape & size, sorting, sequencing, classifying, patterns and drawing, puzzles and block play - Carpentry and cooking - Reading and language activities, table games | | |
| <ul style="list-style-type: none"> ▶ Organizes, leads and participates in daily activities. | | |
| <ul style="list-style-type: none"> ▶ Tells and reads stories each day. | | |
| <ul style="list-style-type: none"> ▶ Teaches and plays different kinds of games. | | |
| <ul style="list-style-type: none"> ▶ Prepares craft materials, ensures plenty of materials. | | |

| Job responsibilities and abilities | Evaluation 1 2 3 4 5 | Ways and means to improve |
|--|---------------------------------|----------------------------------|
| ▶ Encourages use of paints, finger-paints, scissors, crayons, markers each day. | | |
| ▶ Encourages co-operation and participation. | | |
| Assistance of student with everyday needs and in development of proper eating, resting and toilet habits. | | |
| ▶ Gives special attention to each student who is sad or cries when parent leaves, tries to keep her/him busy. | | |
| ▶ Seats and eats with the student to assist them in developing proper eating habits. | | |
| ▶ Assists student with their nap, or relaxation (quiet songs, massages, books). | | |
| ▶ Changes diapers of infants and toddlers regularly. | | |
| ▶ Helps the cook in the service of lunch and snacks. | | |
| Safety, health and hygiene practices | | |
| ▶ Directs and assists student in washing hands often and brushing teeth after meals. | | |
| ▶ Ask parents for extra clothes, toothbrush, diapers for student. | | |
| ▶ Maintains constant supervision of indoor and outdoor play periods. Never leaves the group alone. | | |
| Student development | | |

| | | |
|---|--|--|
| ▶ Evaluates the student's progress. | | |
| ▶ Discusses the student's progress or problems with staff members. | | |
| Guidance | | |
| ▶ Sets up limits on behaviour and has a good control of the student. | | |
| ▶ Does not shout at student. | | |
| ▶ Limits the access of television or video to half an hour a day or to special occasions. | | |
| Communication | | |
| ▶ Encourages open communication with parents concerning the needs, progress or problems of their student. | | |
| ▶ Writes the daily activities and information about the student on the parents' information board. | | |
| ▶ Participates actively in personnel meetings. | | |
| ▶ Shows good team spirit. | | |
| Training sessions and personnel meetings. | | |
| ▶ Is interested in improving abilities related to working with student and taking courses in early studenthood education. | | |
| ▶ Applies what has been learned in courses, workshops or resource books. | | |
| Day care schedule | | |
| ▶ Arrives at work on time. | | |

| | | |
|--|--|--|
| ▶ Leaves work only for major reasons and with the director's prior approval. | | |
| ▶ Follows the day care schedule. | | |
| General Comments: | | |
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Signature of educator _____

Signature of director _____

Date _____

Section 6
Handouts
(Name of Band)

Staff Policy Handbook
Parental Handbook
Student Handbook

